Eureka Math *A Story of Units*
First Grade – Module 4
2015-2016

Table of Contents

Module Assessment Overview	page 2
Grade 1 Standards Checklist	page 3
Module 4 Mid-Module Assessment Task…	
Score Sheet	pages 4-5
Rubric	pages 6-7
Key	pages 8-12
Module 4 End-of-Module Assessment Task…	
Score Sheet	pages 13-14
Rubric	pages 15-16
Key	pages 17-19

Note: Test from Version 3 Eureka Math (No changes from Version 2).

Module Assessment Overview

Purpose of Assessments

Mid-Module Assessment: These tasks address approximately the **first half** of the module's learning objectives, and provide important information for instruction and for grading.

End-of-Module Assessment: These tasks are based on all standards addressed in order to gauge students' full range of understanding of the **module as a whole**. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

Administration of Assessments

- Mid- and End-of-Module Assessments are designed to be completed in approximately one class period. However, The tests can be given over multiple days as needed.
- Assessments are designed to be completed independently by students, without assistance.
- Items can be read to students as needed. (Read the items as written; do not reword.)
- These tasks should not be preceded by review of similar problems.

Grading Guidance

The grading scale on Elementary Report Cards has been changed for 2015-2016 and beyond. Please note that ***4 now indicates advanced understanding of grade level standards expected at this time of year.***

4 – Advanced: Student demonstrates advanced understanding of grade level standards expected at this time of year.
3 – Proficient: Student demonstrates proficiency with grade level standards expected at this time of year.
2 – Basic: Student demonstrates basic understanding of grade level standards expected at this time of year. Student needs additional support and practice.
1 – Below Basic: Student demonstrates minimal understanding of grade level standards expected at this time of year. Student needs significant support and practice.

Rubrics and Checklists have been updated to reflect this change. Rubrics have been further modified from Eureka Math originals for clarity, accuracy, and alignment to Bethel's grade scale.

General Grading Guidance:

- On the report card, student learning is reported by CCSS domain. The First Grade CCSS domains are: Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry.
- Grades in each domain should be based on multiple sources of evidence, including the Mid- and End-of-Module Assessments. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

Module 4 Grading Guidance:

- All of the standards assessed in Module 4 will be assessed again in Module 6. (See checklist on page 3.)
- You may wish to administer the Mid-Module Assessment in 2 sessions due to length.

Updates

First Grade pacing has been revised. Module 6 will follow Module 4, to ensure students have the opportunity to learn concepts and skills in the Number and Operations in Base Ten Domain with numbers to 100 before the end of first grade.

- In this module, the NBT standards are assessed using numbers to 40. Although the end of year standard requires numbers to 100, *it is appropriate for students to earn 3s or 4s for thorough understanding of operations with number to 40 at this time of the year*. Module 6 will assess numbers to 100, and *at that point* students will need to show proficiency with a greater set of numbers.

Grade 1 Common Core State Standards Checklist by Module

This grade-level chart provides an at-a-glance view of when each standard is addressed. Shaded boxes indicate standards assessed in Module 4. Some standards will be assessed again in later modules. *Note that standards included in major clusters are followed by an asterisk (*).* Please refer to the Curriculum Overview of *A Story of Units* for a curriculum map and detailed grade-level descriptions including a summary of the year, a rationale of the module sequence, and a standards alignment chart.

CCSS		GRADE 1 MODULES					
		1	2	3	4	5	6
1.OA	1*	X	X	X	X		
	2*		X				
	3*	X	X				
	4*	X	X				
	5*	X					
	6*	X	X				
	7*	X					
	8*	X					
1.NBT	1*				X		X
	2a*		X		X		X
	2b*		X				
	2c*				X		X
	3*				X		X
	4*				X		X
	5*				X		X
	6*				X		X
1.MD	1*			X			
	2*			X			
	3					X	X
	4			X			
1.G	1					X	
	2					X	
	3					X	

First Grade Module 4: Mid-Module Assessment Task Score Sheet

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right. The learning goal for each student is to move to the last step, "Evidence of solid reasoning with a correct answer". These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

Score Key: A Progression of Learning			
Little or no evidence of reasoning with an incorrect answer. (1 Point)	Evidence of some reasoning with an incorrect answer. (2 Points)	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	Evidence of solid reasoning with a correct answer. (4 Points)

	Module 4: Mid-Module Assessment						
	Domain	**Standards**					
Question	Number and Operations in Base Ten	1.NBT.1	1.NBT.2	1.NBT.3	1.NBT.4	1.NBT.5	1.NBT.6
1	1 2 3 4	X					
2	1 2 3 4		X				
3	1 2 3 4			X			
4	1 2 3 4		X				
5	1 2 3 4		X				
6	1 2 3 4			X			
7	1 2 3 4		X	X			
8	1 2 3 4		X	X			
9	1 2 3 4					X	
10	1 2 3 4		X				
11	1 2 3 4				X		X

Domain Score	Number and Operations in Base Ten	
Total Points		
Level	4	39-44 points
	3	28-38 points
	2	17-27 points
	1	11-16 points

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

First Grade Module 4: Mid-Module Assessment Task Score Sheet (continued)

Mid-Module Assessment Task (Topics A–C) Clusters and Standards Addressed
Extend the counting sequence.[1]
1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
Understand place value.[2]
1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones—called a "ten." c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
1.NBT.3 Compare two two-digit numbers based on meaning of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.
Use place value understanding and properties of operations to add and subtract.[3]
1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
1.NBT.6 Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

[1] Focus on numbers to 40.
[2] Focus on numbers to 40
[3] Focus on numbers to 40.

First Grade Module 4: Mid-Module Assessment Task Rubric

A Progression of Learning				
Assessment Task Item and Standards Assessed	**STEP 1** **Little or no evidence of reasoning with an incorrect answer.** **(1 Point)**	**STEP 2** **Evidence of some reasoning with an incorrect answer.** **(2 Points)**	**STEP 3** **Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.** **(3 Points)**	**STEP 4** **Evidence of solid reasoning with a correct answer.** **(4 Points)**
1 **1.NBT.1**	The student completes **0-1** sequences.	The student completes **2** sequences correctly. **OR** The student completes 1 sequence, and at least two numbers in each additional sequence.	The student correctly completes **3** of the four sequences.	The student correctly completes **4** of the four sequences. (See below.)
	a. 16, **17**, 18, **19**, **20** c. 36, **37**, **38**, 39, **40**	b. 39, 38, **37**, 36, **35**, **34** d. 23, 22, **21**, **20**, **19**		
2 **1.NBT.2**	The student correctly completes **0-1** of the four parts.	The student correctly completes **2** of the four parts.	The student correctly completes **3** of the four parts.	The student correctly completes **4** of the four parts. (See below.)
	a. 3–1 (or 2–11; 0–31)	b. 1–9 (or 0–19)	c. 26	d. 15
3 **1.NBT.3**	The student correctly orders **1** number.	a. The student correctly orders **2-3** numbers. **OR** b. Shades **1-2** of the two parts correctly.	a. The student correctly orders **4** out of five numbers. AND b. Shades **1** of the two parts correctly.	a. The student correctly orders **5** out of five numbers. AND b. Shades **2** of the two parts correctly.
	a. 0 **3** 10 **19** 20 **22** **29** 30 **35** 40	b. **(1)** Accurately shaded ones: 2 and 9, **(2)** accurately shaded tens: 2 and 3.		
4 **1.NBT.2**	The student is unable to complete any section correctly.	The student correctly answers **1** of the three parts.	The student correctly answers **2** of the three parts.	The student correctly answers **3** of the three parts. (See below.)
	a. **(1)** 3 tens 9 ones	b. **(2)** 4 tens 0 ones	c. **(3)** 23 ones Note: For a and b, accept any correct combination of tens and ones. For example, 2 tens and 19 ones = 39.	
5 **1.NBT.2**	The student matches **0-1** equal amounts.	The student matches **2** equal amounts.	The student matches **3** equal amounts.	The student matches **4** equal amounts. (See below.)
	a. 21 = **2 tens 1 one**	b. 4 tens = **40 ones**	c. 36 ones = **3 tens 6 ones**	d. 12 ones = **1 ten 2 ones**

A Progression of Learning				
6 **1.NBT.3**	The student correctly compares **0-1** of the four sets of numbers.	The student correctly compares **2** of the four sets of numbers.	The student correctly compares **3** of the four sets of numbers.	The student correctly compares **4** of the four sets of numbers. (See below.)
	a. **(1-2)** Identifies the greater numbers as: 40 and 33 b. **(3-4)** Identifies the lesser numbers as: 20 and 12			
7 **1.NBT.2** **1.NBT.3**	The student correctly answers **0-1** of the four parts.	The student correctly answers **2** of the four parts.	The student correctly answers **3** of the four parts.	The student correctly answers **4** of the four parts. (See below.)
	a. **(1)** > b. **(2)** > c. **(3)** < d. **(4)** <			
8 **1.NBT.2** **1.NBT.3**	The student demonstrates little to no understanding of comparing numbers based on tens and ones, answering incorrectly. There is no evidence of reasoning.	The student uses drawings or words to accurately depict at least one of the two numbers, demonstrating limited understanding of the use of place value to compare numbers.	The student correctly identifies the greater number but does not fully explain reasoning using place value. OR The student answers incorrectly because of an error such as transcription but demonstrates strong understanding of place value.	The student correctly does the following: ▪ Uses drawings or words that depict place value to accurately explain that 32 is greater than 19.
9 **1.NBT.5**	The student correctly completes **0-2** of the eight parts.	The student correctly completes **3-5** of the eight parts.	The student correctly completes **6-7** of the eight parts.	The student correctly completes **8** of the eight parts. (See below.)
	a. **(1)** 29; **(2)** accurate chart (19 +10 → 29) b. **(3)** 9; **(4)** accurate chart (19 – 10 → 9) c. **(5)** 20; **(6)** accurate chart (19 +1 → 20) d. **(7)** 18; **(8)** accurate chart (19 – 1 → 18)			
10 **1.NBT.2**	The student's answer is incorrect, and there is no evidence of reasoning.	The student's answer is incorrect, but shows some indication of understanding either the connection between 30 and 3 tens or 20 and 2 tens.	The student's answer is correct, but there is no explanation. OR The student's answer is incorrect based on a transcription calculation error.	The student correctly does the following: ▪ Draws or writes to demonstrate that 30 = 3 tens and 20 = 2 tens.
11 **1.NBT.4** **1.NBT.6**	The student correctly answers **0-7** of the 16 parts.	The student correctly answers **8-13** of the 16 parts.	The student correctly answers **14-15** of the 16 parts.	The student correctly answers **16** of the 16 parts. (See below.)
	a. **(1)** 36; **(2)** strategy b. **(3)** 2 tens ; **(4)** strategy c. **(5)** 21; **(6)** strategy d. **(7)** 10; **(8)** strategy e. **(9)** 37; **(10)** strategy f. **(11)** 20; **(12)** strategy g. **(13)** 20; **(14)** strategy h. **(15)** 3 tens 2 ones (or 32) ; **(16)** strategy			

First Grade Module 4: Mid-Module Assessment Task Key

Name Maria Date

1. Fill in the missing numbers in the sequence.

16, 17, 18, 19, 20

39, 38, 37, 36, 35, 34

36, 37, 38, 39, 40

23, 22, 21, 20, 19

2. Write the number as tens and ones in the place value chart, or use the place value chart to write the number.

a. 31

tens	ones
3	1

b. 19

tens	ones
1	9

c. 26

tens	ones
2	6

d. 15

tens	ones
1	5

First Grade Module 4: Mid-Module Assessment Task Key (continued)

3. Some numbers have been placed below in order from 0 to 40.

a. Place the numbers from the rectangle in order between the tens.

3	22	19	29	35

0 3 10 19 20 22 29 30 35 40

b. Shade in the tens or the ones on the place value charts below to show which digit you looked at to help you put the pair of numbers in order from least to greatest.

tens	ones
2	2

tens	ones
2	9

tens	ones
2	9

tens	ones
3	5

4. Complete each sentence.

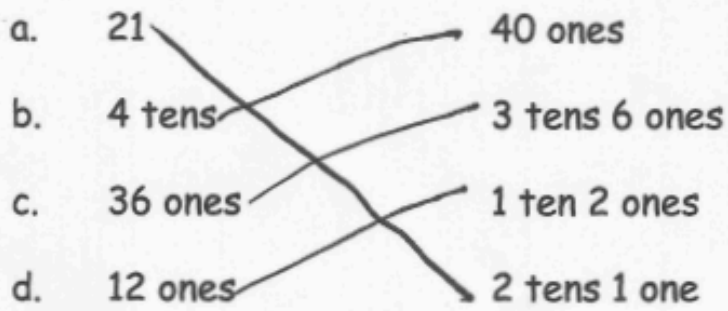
a. 39 is 3 tens and 9 ones.

b. 40 = 4 tens 0 ones.

c. 2 tens and 3 ones is the same as 23 ones.

First Grade Module 4: Mid-Module Assessment Task Key (continued)

5. Match the equal amounts.



6. a. Circle the number in each pair that is **greater**.

32 (40)

(33) 28

b. Circle the number in each pair that is ***less***.

36 (20)

21 (12)

7. Use <, =, or > to compare the pairs of numbers.

a. 3 tens 5 ones (>) 2 tens 8 ones

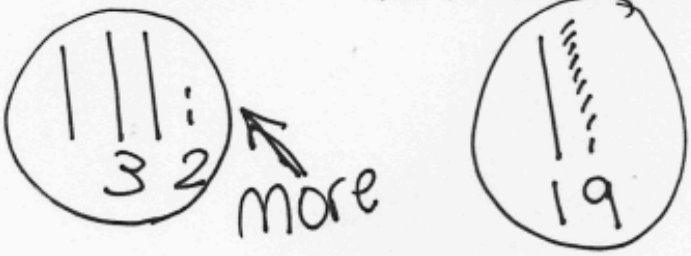
b. 30 (>) 3

c. 23 (<) 32

d. 19 (<) 21

First Grade Module 4: Mid-Module Assessment Task Key (continued)

8. Erik thinks 32 is greater than 19. Is he correct? Draw and write about tens and ones to explain your thinking. He is right. 3 tens 2 ones is more than 1 ten 9 ones.



9. Find the mystery numbers. Use the arrow way to explain how you know.

a. 10 more than 19 is 29

tens	ones
1	9

+10 →

tens	ones
2	9

b. 10 less than 19 is 9

tens	ones
1	9

-10 →

tens	ones
0	9

c. 1 more than 19 is 20

tens	ones
1	9

+1 →

tens	ones
2	0

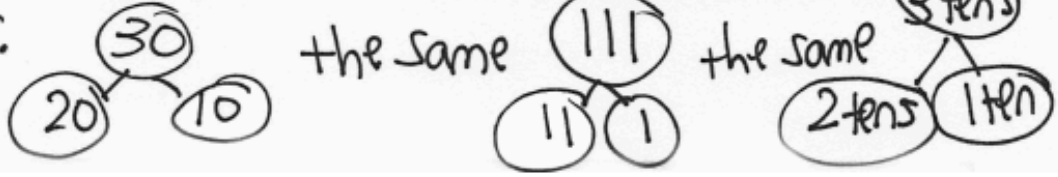
d. 1 less than 19 is 18

tens	ones
1	9

-1 →

tens	ones
1	8

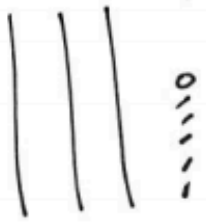
10. Beth said 30 – 20 is the same as 3 tens – 2 tens. Is she correct? Explain your thinking. Beth is right. It's another way to write the same amount. 30 is the same as 3 tens. 20 is the same as 2 tens.



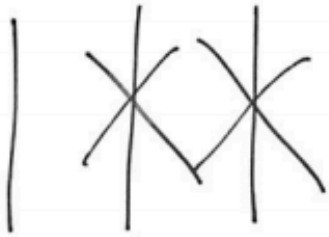
First Grade Module 4: Mid-Module Assessment Task Key (continued)

11. Solve for each unknown number. Use the space provided to draw quick tens, a number bond, or the arrow way to show your work.

a. 30 + 6 = 36



b. 3 tens - 2 tens = 1 ten

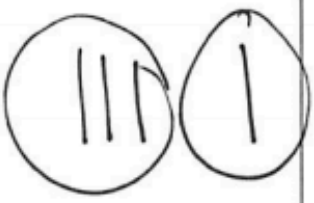


c. 11 + 10 = 21

d. 40 - 30 = 10

4 tens

3 tens 1 ten



e. 17 + 20 = 37

10 7

f. 20 + 20 = 40

20 +10→ 30 +10→ 40

g. 15 + 20 = 35

15 +10→ 25 +10→ 35

h. 2 tens + 1 ten 2 ones = 3tens 2ones

First Grade Module 4: End-of-Module Assessment Task Score Sheet

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right. The learning goal for each student is to move to the last step, "Evidence of solid reasoning with a correct answer". These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

Score Key: A Progression of Learning			
Little or no evidence of reasoning with an incorrect answer. (1 Point)	Evidence of some reasoning with an incorrect answer. (2 Points)	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	Evidence of solid reasoning with a correct answer. (4 Points)

	Module 4: End-of-Module Assessment								
	Domain		**Standards**						
Question	Operations and Algebraic Thinking	Number and Operations in Base Ten	1.OA.1	1.NBT.1	1.NBT.2	1.NBT.3	1.NBT.4	1.NBT.5	1.NBT.6
1	1 2 3 4	1 2 3 4	X		X				
2		1 2 3 4		X					
3a		1 2 3 4			X				
3b		1 2 3 4				X			
3c		1 2 3 4						X	
4		1 2 3 4					X		X

Domain Score	Operations and Algebraic Thinking		Number and Operations in Base Ten	
Total Points				
Level	4	4 points	4	21-24 pts.
	3	3 points	3	15-20 pts.
	2	2 points	2	9-14 pts.
	1	1 points	1	6-8 pts.

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

First Grade Module 4: End-of-Module Assessment Task Score Sheet (continued)

End-of-Module Assessment Task (Topics A-F) Clusters and Standards Addressed
Represent and solve problems involving addition and subtraction.
1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See CCLS Glossary, Table 1.)
Extend the counting sequence.[4]
1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
Understand place value.[5]
1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones—called a "ten." c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
1.NBT.3 Compare two two-digit numbers based on meaning of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.
Use place value understanding and properties of operations to add and subtract.[6]
1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
1.NBT.6 Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

[4] Focus on numbers to 40.
[5] Focus on numbers to 40
[6] Focus on numbers to 40.

First Grade Module 4: End-of-Module Assessment Task Rubric

A Progression of Learning				
Assessment Task Item and Standards Assessed	**STEP 1** **Little or no evidence of reasoning with an incorrect answer.** **(1 Point)**	**STEP 2** **Evidence of some reasoning with an incorrect answer.** **(2 Points)**	**STEP 3** **Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.** **(3 Points)**	**STEP 4** **Evidence of solid reasoning with a correct answer.** **(4 Points)**
1 **1. OA.1** **See below for NBT scoring of #1.**	The student correctly answers **0-3** of the nine parts.	The student correctly answers **4-6** of the nine parts.	The student correctly answers **7-8** of the nine parts.	The student correctly answers **9** of the nine parts. (See below.)
	a. **(1)** Solve: 5 **(2)** drawing/model with label **(3)** complete statement: Maria already invited **5** friends. b. **(4)** Solve: 19 **(5)** drawing/model with label **(6)** complete statement: Maria bought **19** balloons. c. **(7)** Solve: 13 **(8)** drawing/model with label **(9)** complete statement: **13** friends went outside.			
1 **1. NBT. 2** **See above for OA scoring for #1.**	Completes **0** of the place value charts.	Completes **1** of the three place value charts.	Completes **2** of the three place value charts.	Completes **3** place value charts. (See below.)
	a. **(1)** 0–5 b. **(2)** 1–9 c. **(3)** 1–3 Note: Accept a place value chart filled out correctly based on an incorrect answer to the problem. (This part of the item assesses place value, not problem solving.)			
2 **1.NBT.1**	The student is unable to complete any sequence of numbers.	The student completes at least 2 numbers in one sequence.	The student completes at least one sequence, as well as at least one number in the additional sequence.	The student identifies all numbers in the sequences: ▪ 27, 28, **29**, **30**, **31**, 32 ▪ **16**, 17, **18**, 19, **20**
3a **1.NBT.2**	The student does not demonstrate understanding of comparing numbers based on tens and ones.	The student states that only one of the students is correct, and supports that answer with place value explanation.	The student states that Mark and Suki are both correct, but the explanation is unclear.	The student correctly uses drawings or words to explain that Mark & Suki are both correct. (1 ten and 24 ones is the same as 34 ones)
3b **1.NBT.3**	Correctly answers **0-1** of the four comparisons.	Correctly answers **2** of the four comparisons.	Correctly answers **3** of the four comparisons.	Correctly answers **4** of the four comparisons. (See below.)
	i. **(1)** > ii. **(2)** = iii. **(3)** > iv. **(4)** <			

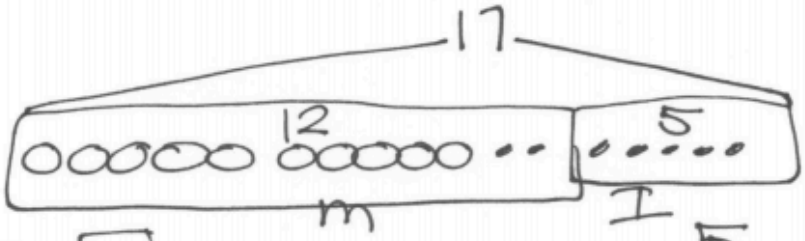
A Progression of Learning				
Assessment Task Item and Standards Assessed	**STEP 1 Little or no evidence of reasoning with an incorrect answer.** **(1 Point)**	**STEP 2 Evidence of some reasoning with an incorrect answer.** **(2 Points)**	**STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.** **(3 Points)**	**STEP 4 Evidence of solid reasoning with a correct answer.** **(4 Points)**
3c **1.NBT.5**	The student correctly completes **0-3** of the eight parts.	The student correctly completes **4-5** of the eight parts.	The student correctly completes **6-7** of the eight parts.	The student correctly completes **8** of the eight parts. (See below.)
	(1) 39 **(2)** accurate chart (29 + 10 → 39) **(3)** 19 **(4)** accurate chart (29 – 10 → 19) **(5)** 30 **(6)** accurate chart (29 + 1 → 30) **(7)** 28 **(8)** accurate chart (29 – 1 → 28)			
4 **1.NBT.4** **1.NBT.6**	The student correctly answers **0-8** of the eighteen parts.	The student correctly answers **9 -14** of the eighteen parts.	The student correctly answers **15-16** of the eighteen parts.	The student correctly answers **17-18** of the eighteen parts. (See below.)
	a. **(1)** 21; **(2)** strategy b. **(3)** 38; **(4)** strategy c. **(5)** 10; **(6)** strategy d. **(7)** 30; **(8)** strategy e. **(9)** 34; **(10)** strategy f. **(11)** 40; **(12)** strategy g. **(13)** 30; **(14)** strategy h. **(15)** 33; **(16)** strategy i. **(17)** 34; **(18)** strategy			

First Grade Module 4: End-of-Module Assessment Task Key

Name Maria Date

1. Use the RDW process to solve the following problems. Write the answer in the place value chart.

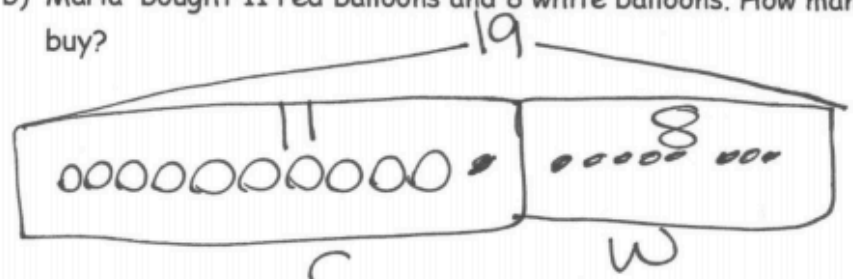
a) Maria is having a party for 17 of her friends. She already invited some friends. She has 12 more invitations to send. How many friends has she already invited?



17 = 5 + 12 Maria already invited 5 friends.

tens	ones
0	5

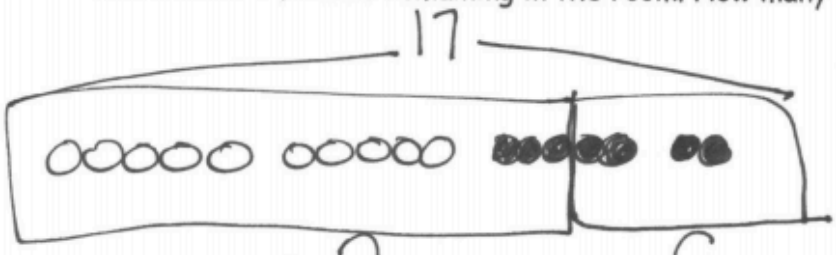
b) Maria bought 11 red balloons and 8 white balloons. How many balloons did she buy?



11 + 8 = 19 Maria bought 19 balloons.

tens	ones
1	9

c) Maria had 17 friends at her party. Some of them went outside to see the piñata. There were 4 friends remaining in the room. How many friends went outside?



17 − 13 = 4 13 friends went outside.

tens	ones
1	3

First Grade Module 4: End-of-Module Assessment Task Key (continued)

2. Fill in the missing numbers in each sequence:
   a. 27, 28, 29, 30, 31, 32 b. 16, 17, 18, 19, 20

3.
   a. Mark says that 34 is the same as 2 tens and 14 ones. Suki says that 34 is the same as 34 ones. Are they correct? Explain your thinking.

They are both right.

Mark - 34 = 2 tens + 14 ones
34 = 20 + 14
14 +20→ 34
34 = 34

Suki
34 = 34 ones
Hers are all ones.

   b. Use <, =, or > to compare the pairs of numbers.
   i. 3 tens (>) 25 ones
   ii. 1 tens 14 ones (=) 2 tens 4 ones
   iii. 33 (>) 2 tens 12 ones
   iv. 26 (<) 1 ten 25 ones

   c. Find the mystery numbers. Use the place value charts to show how you know..

10 more than 29 is 39

tens	ones
2	9

+10 →

tens	ones
3	9

10 less than 29 is 19

tens	ones
2	9

-10 →

tens	ones
1	9

1 more than 29 is 30

tens	ones
2	9

+1 →

tens	ones
3	0

1 less than 29 is 28

tens	ones
2	9

-1 →

tens	ones
2	8

First Grade Module 4: End-of-Module Assessment Task Key (continued)

4. Solve for each unknown number. Use the space provided to draw quick tens, a number bond, or the arrow way to show your work. You may use your kit of ten-sticks if needed.

a. 18 + 3 = 21 2 1	b. 28 + 10 = 38 20 8	c. 40 - 30 = 10 40 - 30 = 10 like 4 - 3 = 1
d. 28 + 2 = 30 20 8	e. 28 + 6 = 34 28 →(+2) 30 →(+4) 34	f. 28 + 12 = 40 20 8 10 2
g. 15 + 15 = 30 10 5 10 5	h. 19 + 14 = 33 1 13	i. 16 + 18 = 34 16 →(+10) 26 →(+4) 30 →(+4) 34